WASHTENAW HISTORICAL SOCIETY—Founded December 19, 1857

Washtenaw Impressions

DECEMBER, 1974

PRESIDENT'S CORNER

December 19, 1974 will be an historic date for the WHS. During our Christmas party we will unveil our first important restoration. This "surprise package" is one of the most historically significant items to have come to Ann Arbor. It was willed to the society over thirty years ago. The board and the members who have worked on this project are extremely proud to have accomplished this restoration and know that all of the members of the society will share our joy. A press release will be made the day after our party--AFTER the membership has seen it. Be sure to attend this great event.

A word about the weather! Dr. Ross is in charge of good weather for December 19th. However, in the event the "powers-that-be" are not favorably influenced by our esteemed doctor and you wonder if the party is "all go" you may call Mrs. Morton, 662-2634, or Frank Everett, 663-5723, or listen to WPAG for an announcement of cancellation and rescheduled date. If you need a ride call Frank Everett. Bring as many guests as you like to the party, but please bring a small gift to exchange for each person attending.

MERRY CHRISTMAS TO ALL

–Hazel Proctor

GENEALOGY MEETING SET

The Genealogy Section of the Washtenaw Historical Society will meet at 2:30 p.m. Sunday, January 12, at the Ralph Muncys, 1015 Martin Pl., Ann Arbor.

GIFTS TO SOCIETY RECALL COMING OF GERMANS. LOCAL MILLING COMPANY; ADD TO MUSEUM FUND

Mrs. William Marquardt has given the society a heavy homespun linen bag which held all of the earthly possessions of Christofer Hoffstetter when he sailed to this country in 1849.

The neutral colored bag is approximately 5 feet deep by 2 feet wide. It bears a painted inscription of "Chriftinn Hoffstetter. Hlourer, in Frzingen, 1849, Nrol," plus a floral design.

Christofer Hoffstetter's last known descendant was Reuben Hoffstetter who owned the Walkover Shoe Store on the east side of the 100 block of South Main Street in Ann Arbor. Mrs. Reuben Hoffstetter gave the bag to Mrs. Marquardt with the request that it be given to the society when a museum is built to receive it. We are slightly premature on having the museum, but we hope to be able to display it in the WHS museum before too long. The bag was placed in the custody of Mrs. Katherine Groomes who has turned it over to the president.

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An early painted tray bearing the inscription "Compliments of the Michigan Milling Co., Ann Arbor, Makers of Ann Arbor Patent, Roller King, Success and White Loaf, Brands of Flour and Dealers in Grain, Feed, Seeds and Beans" was bought and donated by Hazel Proctor. Does anyone remember the Michigan Milling Co.?

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Linda Eberbach has given $25 to the museum building fund.

Next month we'll start listing some of the items that have been donated to us over the past 117 years.

Correction: The September gift listing should have credited Ralph Muncy with a gift of $25 and Lydia Muncy with $50.

LIKE COOKIES? TRY THIS

If you have trouble keeping the cooky jar full, here is just the recipe for you. It appeared in the Salem Cook Book, edited by the Ladies' Dime Society of the Second Congregational Church of Salem, Michigan, published about 1915.

It would seem wise to lay in a LARGE bag of flour for this. The contributor specified Aristos flour, then available at Fred Wheeler's store in Salem. Others at that time preferred Roller King Flour made in Ann Arbor. But you'll probably have to make do with Gold Medal or Pillsbury's. Don't forget to get out the nutmeg grater.

"Xmas Cookies--One-half gallon of molasses, two pounds of brown sugar, one-half cupful of shortening, one quart of sour cream, one-half pound each of lemon, orange and citron, two cups of chopped nuts, three tablespoonfuls of soda, one nutmeg, two tablespoonfuls of cinnamon, one tablespoonful of cloves, one tablespoonful of allspice, and a little salt; stir stiff with Aristos flour and let stand overnight.–Mrs. Wm. Tait"

DEVELOPMENT OF SCHOOL SYSTEM SLOW IN STATE

By Ralph and Lydia Muncy

(Ralph) Education cannot be divorced from the history of society itself. A 19th century philosopher-historian said that men and women make history but they do not make it out of whole cloth. As an example, Columbus sailed the ocean in 1492. He did not steamboat it or jet plane it. He sailed because that was the only means of crossing it.

Columbus's voyage had historic consequences. It meant the Latinizing of Central and South America and what is now the southwestern United States. It also meant the precious metals and fine artifacts taken from the Americas, coupled with booty previously taken from Asia and Africa, laid the economic foundation for the Industrial Revolution.

Even though modern sciences and mathematics had been taught at Ann Arbor High School from the 1880's, the curriculum there was still strongly influenced by the scholars of the Holy Roman Empire as recently as 1910. Their writings were mostly in Latin and Greek. And so we found that better than two thirds of the books brought here by the Pilgrims were in Latin and some in Greek.

However the ordinary citizen of the colonies still needed very little more education for his children than language, locomotion and logistic. Language was acquired very simply as the infant repeated phrases such as "ma-ma" and "da-da", locomotion by copying and responding to such phrases as "Come to mama." Logistic was acquired by counting fingers and toes, later by knowing how many peas in a peck, how many bushels of potatoes could be grown on an acre. It was elemental but real and necessary education.

Better situated families apprenticed their children to dames or paid their way to dames schools.

A 1676 apprentice contract reads:

"Ann Sanford did bind herself. her heirs. executors or administrators to teach him John Arnold, bound December 29, 1676 for 15 years, three months until he be 21 years old) or cause him to be taught to read the Bible and to wright and mayntayn him in the whole Tearme with all necessaries and at the end thereof to set him free and to give him Two suits of good Apparell both linin and wollen, one for Sabbath dayes and one for working dayes and to give him five pounds in current country pay."

Out of the dames schools came basic information in Latin and other things so that colleges like Harvard and and Yale came into being.

Later, migrants crossed New York, principally, and Pennsylvania from New England, eventually coming to Michigan. In New York they found primitive schools operated and largely funded by the local settlers, although the state maintained some general control. Even though the schools taught only elemental subjects necessary for an agrarian economy, they did have a fairly well-advanced system, and an integrated one, in New York.

In Michigan around the beginning of the 19th century we find the inhabitants largely in Detroit and along the waters above and below. They were descendants of people who came shortly after Cadillac in 1701. By the beginning of the 19th century, many of them were completely bereft of schooling.

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(Lydia) Riding along E. Jefferson in Detroit recently, I made a chance remark that 250 years ago all of this land had been occupied by French settlers.

My sister said, "Yes, 16½ wagon wheels wide and a mile deep."

I realized that she was referring to the farm on which we spent our early childhood, not in Detroit, but along the St. Clair River. It literally had been an old French claim.

And this is probably an important factor in education problems in Detroit in the early days. Cadillac himself was an educated man and tried to secure teaching sisters from Quebec to educate the children growing up on these long farms, but all his efforts came to naught. After he left education was apparently forgotten until Fr. Gabriel Richard appeared in Detroit in 1796, a man whom we usually associate with the University of Michigan.

He was intensely interested in the Indians, equally interested in the French children, and soon learned to speak English with the so-called Yankee settlers. He cautioned his French compatriots that if they did not send their children to school, soon they would be outmaneuvered by the ambitious Yankees.

He started seminaries for young ladies, a seminary for young men and at least two infant schools (for young children).

In his concern for the Indians, he decided that if Indian children could be educated with the Yankee and French children, they would soon adopt American ways and be integrated into the culture.

About this time a 250-acre farm became available at Spring-

wells. This was after the fire of 1805 which had destroyed the church and most of the city. He thought this farm would be an ideal place to house his school and church. Finding his means too limited, he appealed to Gen. Hull who suggested Richard write up his plans and send them to Congress.

Richard felt that industrial education should not be an appendage but a vital part. So he planned to have an expert farmer, carpenter, blacksmith and similar artisans to teach the young people the arts which would make for successful living. The girls were to be taught spinning, weaving, other handicrafts, and also to cook and prepare the farm products for use on the farm. The church was to be housed in the barn and altogether it was to be a self-sufficient community.

Richard knew that Thomas Jefferson was interested in educatio and decided to send him a copy of his plan also. He received a very favorable response. Jefferson thought that this was an ideal kind of thing.

On the strength of this, Fr. Richard leased the farm. He repaired many of the buildings and transferred his activities there. He secured four young women from French families and trained them as teachers. Three continued teaching for more than a quarter of a century. The fourth, Monique Labadie, married a wealthy Frenchman and contributed her wealth to furthering education.

Unfortunately he did not gain government cooperation. He operated the school for nearly two years when the farm was sold at auction to Judge Witherill.

His school was many years ahead of its time because it advocated industrial education, a different type of teaching and a pupil-centered school rather than the subject-centered ones characteristic up to that time.

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(Ralph) Gen. Hull, governor of the territory, gave up Detroit in 1812. Gen. Lewis Cass, who thought there had been no need to do that, was made governor in 1813 when the Americans regained it.

The territorial government then consisted of the governor and three judges, appointed from Washington. During the next ten years every effort was made to build a school system. After 1818 land surveys were instituted making it possible to sell lands inland including special lands set aside for school funds--Section 16 in every township. But settlement was slow, people were far apart. All the school laws were of little avail.

In 1823 a change in government provided a nine-member territorial council chosen from a list of 18 submitted by people in the territory to serve with the appointed governor. The council drafted a number of laws for the use of school moneys and establishment of district schools, tentatively under the townships' boards. The schools were to be within 2½ miles walking distance of every child.

But the population was such that it was impossible to administer these laws no matter how much they rewrote them.

In 1827, the population was beginning to grow and the council was again enlarged.

By 1830, immigration multiplied rapidly in the state and greater effort was made to implement the school laws. But cholera followed the migrants and for two or three years between 1832 and 1835 migration slowed and residents were so frightened that little was done in organizing and conducting schools.

Around 1832, Isaac Crary, a lawyer from Ohio, migrated to Marshall and another man came there from the East, a graduate of Brown University by the name of John D. Pierce. Crary was very concerned that schools should be established and well-managed, and he and Pierce had many converstions about it. They also heard of a book about the Prussian system of education which was centralized and administered by the state. Because of centralization and the adequate funds provided by it, Prussia had a whole series of schools from primary to colleges.

By 1834, Michigan requested statehood and a constitutional convention drafted a Constitution with an educational plank which differed from those accepted by Congress for Ohio, Indiana and Illinois.

It provided for a superintendent of public instruction to be appointed by the governor, and that all school lands should be under the administration of the state rather than the township, making possible a unified system and equitable distribution of funds.

The constitution was taken to Washington by Crary who had been elected representative in Congress, to take his seat as soon

But there was opposition to statehood, because, according to the Missouri Compromise, no Northern state could be admitted unless a Southern state was too. Action was postponed. Then there was the "Toledo War" over the boundary between Ohio and Michigan. Even so, Crary and the senators-elect got tentative approval of the constitution before statehood was approved.

Arkansas, a Southern state, applied for statehood in 1836. In Michigan, a convention was called to consider the terms of statehood Congress proposed. The terms were rejected.

But in December 1836 another convention was held in

Ann Arbor. The terms were accepted because Congress offered the Upper Peninsula in return for the Toledo strip given to Ohio.

The ratification went to Washington immediately and early in 1837 Congress rather hastily approved the constitution with its vastly different educational provision.

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(Lydia) We now have a plan for a school system. It is based primarily upon a small one-room log school. It might have a cupola and bell. Desks were slabs hung from pegs along sides of the building. Seats were fixed to the floor, often at an inconvenient height. There might be a few pegs in the back of the room for coats. The teacher's desk was usually on a platform where the teacher could see the children's backs and supposedly avert mischief. In front of the desk was a recitation bench.

The winter term usually began in November after farm work was done and was frequently taught by a man because the big boys who attended then were harder to control. It might last 13 weeks or less. A summer term was often taught by a woman.

Finding trained teachers and enough money to run the schools were serious problems.

Practically the only thing in Michigan to train teachers were the University branches which up to 1846 did train some teachers as well as prepare students for the University.

But in most cases township officials, who were responsible for examining and certifying teachers, considered that anyone who could read, write and cipher was qualified to teach. Often 16-year-old girls, just out of district school, taught in the summer.

In 1840, the entire country was in dire financial stress. In Michigan many of the school lands had not been sold, or if sold, not paid for. The primary school fund provided only 22 cents per child to run the schools. Townships could then assess no more than $1 per child, based on the school census the township had to take every May.

When tax money was exhausted families could be charged a certain amount for each child sent to school--a rate bill. What frequently happened was that children would go to school as long as it was free, then be withdrawn and the schools might cease to exist. The idea of educating all the children at state expense was a completely foreign idea then.

In 1841, Detroit had 1,850 children. There were 27 private schools educating 714 children at a cost of $18 per child. (Compare that with the 22 cents per child available from the primary school fund.)

At that time a committee in Detroit petitioned the state to be allowed to create a school board, join districts together and create a ward system, and assess property taxes. They had two meetings in Detroit to popularize this movement. The first went off very well. At the second, there was considerable opposition. A committee sought signatures of those opposed. Interestingly enough the first person to sign had to use his mark rather than his name and that defeated the opposition quite definitely. The bill became law.

It provided one six-month primary school from May to November and one six-month middle school from November to May in each ward. (They used the term "middle school".) There would be a separate school for Negroes and one high school.

They only had enough money to start the primary and middle schools in 1842. Female teachers were relegated to the primary grades at $18 a month. Male masters of the middle school were to receive $30 a month.

This was the first completely free school in Michigan. Also the schools were to be non-seetarian and corporal punishment was not allowed.

When the state capital was moved from Detroit to Lansing, Detroit took over the former capital building for a high school.

In 1843 a new state law allowed other districts to form union schools, usually the first step toward a high school. Flint formed a union district in 1846. In 1847, Jonesville, Battle Creek, Marshall, Coldwater and Detroit had union high schools and in 1849, Adrian and Port Huron. But it wasn't until 1856 Ann Arbor finally had a union school. Former U-M branches in Kalamazoo and Romeo continued as private academies. By 1859 there were 27 high schools in Michigan with Ann Arbor among those considered most effective.

A giant step was taken in education in 1852 when Michigan State Normal College was opened at Ypsilanti. It was the first teacher training school west of Albany.

Michigan State at East Lansing opened in 1857. Rate bills were discontinued throughout the state in 1869. In 1871 the University began to admit graduates of accredited high schools without examination.

Superintendents of public instruction and others were concerned about ways to improve education. Two things that stand out in their thinking were consolidation of districts and upgrading the quality of teachers.

The union high school was one source of teachers because high

school graduates were allowed to teach in many schools with just an examination by officials–township, county or state. The normal school at Ypsilanti could grant limited and life certificates as well as degrees. But on a $32 salary for 13 weeks, less than $2.50 per week plus board, could one save enough to attend the normal?

I have a teacher certificate issued in 1862 in St. Clair County and three teacher contracts for 1865, 1866, and 1868. The first allowed William Baird to teach for one year after passing examination by township officials in orthography, reading, writing, spelling, geography, and arithmetic. By 1865, when he was 25 and a Civil War veteran, he was to receive $50 a month, a sum higher than many teachers earned in the nineties and early 1900's.

In 1866, Baird's sister Agnes, 18, was to receive $32 for a summer term. Two years later it was $52.

The first movement by the state department to upgrade teachers was the county institute, five days at first, later two weeks. It cost men teachers $1, women, 50 cents. They were taught subject-oriented material including manners and morals, the evils of alcohol and the art of questioning. Later longer institutes were held and teachers could attend without losing pay.

Next came the reading circle drawn up by three local men--Supt. Walter S. Perry of the Ann Arbor schools, Prof. Payne who taught the art and science of teaching at the University and Prof. Dunbar of Michigan State Normal. It was like an extension class to prepare teachers to take examinations for higher certificates than one year.

There were also a good many private normal schools and cities like Detroit, Kalamazoo and Grand Rapids maintained their own. Years later I attended a summer session at Martindale Normal, one of the early normal schools in Detroit. There were other private summer schools and these led to summer sessions at Ypsilanti. Then teachers could gain either a limited or a life certificate entirely by attending summer sessions and taking extension courses.

The normal school at Mt. Pleasant, established in 1895, grew out of a private normal. A normal school was started at Marquette in 1899 and finally at Kalamazoo in 1905. County normals were started in 1903, supplying much-needed teachers for one-room schools.

In 1891, after years of see-sawing back and forth between township and county inspection of schools, the county school commissioner was provided by law with two inspectors.

Although the University had a chair in education since the 1870's, the U-M School of Education was not established until the 1920's. Many U-M graduates had degrees and life certificates but had never had practice teaching. I know. I think I was never more frightened in my life than when I faced my first class in high school.

The most interesting legal battle concerning schools was the Kalamazoo case. In 1872, some years after Kalamazoo had started a high school, a group decided that the community should not be taxed for a high school because it was a luxury.

In a widely-quoted decision, Judge Cooley said that if people really opposed public education they should have made it known much longer ago, that this had been accepted by the community and therefore, there was no legal reason why a community could not so tax itself. That decision has formed the basis of many forward steps in education.

The Michigan Education Association was founded in 1852 at the Ypsilanti Normal after an institute. The Federation of Teachers didn't gain strength until 1930.

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The one room school has practically ceased to exist. We can't go back. We take nothing away from leaders in education, but in searching for standards, in reaching for economy, we have lost much of the sense of community which characterized the district school. For all our knowledge of psychology, for all the innovative methods devised by learned educators, we still have youth unsatisfied by schools. Perhaps we need to study more objectively the district school, this basic phase of Michigan Education.

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(Ralph) Schools and education are yet catching up with and accommodating to changes in society. For example, there are qualified teachers who are looking for work and are unemployed at a time when more teachers, now fewer, are needed in the classrooms to provide guidance and give adequate instruction.

New directions are needed in society and education. We will be called upon to determine the directions in which society and education shall go. In the words of James Russell Lowell, "We, ourselves, must Pilgrims be; launch our Mayflower and steer boldly through the desperate winter sea, nor attempt the Future's portal with the Past's blood-rusted key."

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Editor's note: The above is a condensation of tape recordings. No tape was available of Mrs. Muncy's remarks about rural schools she taught.

Washtenaw
Historical Society
Meeting
DECEMBER 19, 1974
8:00 PM.
LIBERTY HALL
ANN ARBOR FEDERAL SAVINGS
LIBERTY AT DIVISION

Miss Eileen Harrison
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UPCOMING 1975 MEETINGS (TENTATIVELY SCHEDULED)

January 23--A Bicentennial feature: Douglas Marshall, Curator of maps and newspapers at the University's Clements Library, speaking on "Retracing Benedict Arnold's March on Quebec".

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February 27--David D. Lewis, professor of business history, U-M School of Business Administration, speaking on "A Look Through the Rear-View Mirror", an anecdotal history of the development of the automobile and the changes it brought.

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March 20--Frank Wilhelme, director of the Historical Society of Michigan, speaking on "Royal S. Copeland--Mayor of Ann Arbor".

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April--To be announced.

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May 22--David Pollock, Dean of Administration of Washtenaw Community College, will present "President Ford's Student Days at Michigan".

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June--Probably a general annual meeting plus a Saturday tour.

SALINE PLANS PARTY

The Saline Area Historical Society will be guests of Charlotte Jacobson of Textile Road for their Christmas meeting at 8 p.m. Tuesday, December 17.

A SPECIAL REQUEST

Will you bake your special "goodies" for the Christmas Party? Call Mary Steffek, 662-2905, or Harriet Lacy, 663-5098, to say what you will bring.

Thank you,
Santa Claus

CHRISTMAS MEETING DECEMBER 19

Don't miss the Christmas meeting with Santa, goodies, gift exchange and the special "surprise package". The festivities will begin at 8 p.m. Thursday, December 19, at Liberty Hall in Ann Arbor Federal Savings & Loan, Liberty at Division Streets, Ann Arbor. More tantalizing details in "President's Corner", page one, as well as what to do if the weather is too bad (heaven forbid).

NEW MEMBERS WELCOME

If you know of someone who might like to join please invite them to attend a meeting or pass on your copy of "The Impressions", to them, or both. The membership drive is still on and the more, the merrier, especially at Christmas.

Little Mary Going to School

O mother! may I go to school
With brother Charles to-day?
The air is very soft and cool:
Do, mother, say I may.

Well, little Mary, you may go
If you will be quite still:
'Tis wrong to make a noise you know;
I do not think you will.

Yes, mother, I will try and be,
Oh! very good indeed:
I'll take the book you gave to me,
And all the letters read.

(From Sanders Pictorial Primer, 1858)